



**Early Grade Reading Assessment  
Classroom Observation Snapshot (COS)**

**East New Britain**

<b>A. Date of observation:</b>		<b>G. Grade</b>	<input type="radio"/> 1 = E1 <input type="radio"/> 2 = E2 <input type="radio"/> 3 = P3 <input type="radio"/> 4 = P4
<b>B. Observer's name:</b>		<b>H. Class observed:</b> <i>[e.g. 3A, 4 Red]</i> <i>If combined classes, indicate which classes have been combined</i>	
<b>C. School name</b>		<b>I. Subject observed</b>	<input type="radio"/> 1 = Language (Reading) <input type="radio"/> 2 = Language (Other) <input type="radio"/> 3 = Other subject
<b>D. Province</b>			
<b>E. EGRA School Code:</b>		<b>J. Time observation started:</b> ____ : ____ (circle if AM or PM)      AM / PM	
<b>F. Class type</b>	<input type="radio"/> Single class	<input type="radio"/> Combined classes	<input type="radio"/> Multi-grade
<b>K. Time observation finished:</b> ____ : ____ (circle if AM or PM)      AM / PM			

- INSTRUCTIONS**
1. Observe a class that has a teacher present on the day of the classroom observation. Ideally, it should be a reading lesson.
  2. Make a point of introducing yourself to the teacher before the observation session.
  3. All classroom observation sessions must be 30 minutes long. Keep to this time allocation at all times.
  4. Have the required number of observation guides on your clipboards before you travel to the schools.
  5. Sharpen two pencils and attach to your clipboard before you travel to the schools.
  6. Carry a pencil sharpener at all times.
  7. Collect a random sample of 10 language exercise books to assess. Take about 10 minutes at the end of the observation and return the books to the teacher before you leave.
  8. Blend into the classroom environment during the observation sessions.
  9. Please complete ALL sections of this form, including the comments section. It is important to provide as much detail as possible.
  10. Thank the teacher at the end of the lesson.

**1. CLASS ENROLLMENT**

Write down the total number of students enrolled in the class observed (look in the roll book for this information). **If combined classes, record the enrollment for each class.**

Class	Male	Female	Total
<b>Comments:</b>			

**2. ATTENDANCE**

Write down the number of students who are actually in class today (count the children in class). **If combined classes, record the attendance for each class.**

Class	Male	Female	Total
<b>Comments:</b>			

**3. LANGUAGE USED IN CLASSROOM**

Tick the box/boxes to show what you observed about the language used in the classroom.

Language	English	Kuanua	Tok Pisin	English & Tok Pisin	English & Kuanua	Tok Pisin & Kuanua	Other (specify)
3a. Language(s) of instruction used by teachers							
3b. Language(s) students use to communicate with each other during classroom activities							
3c. Language(s) written on the black board to teach content							
3d. Language(s) written on charts, posters to teach content/teaching aids							
<b>Comments:</b>							

#### 4. TEACHER'S COMPETENCY IN THE LANGUAGE OF INSTRUCTION

Tick the appropriate response.

Activity	Yes	No
4a. Teacher makes errors in spoken language?		
4b. Errors in teachers' written text in on the black board?		
4c. Errors in teachers' written text on wall charts?		
<b>Comments:</b>		

#### 5. TEACHING

Tick the appropriate response to show what you actually see going on in the classroom. Include as much detail as you can in the comments section.

Teaching Activity	Yes	No
5a. Students learning letter sounds		
5b. Students learn the meaning of new words/vocabulary		
5c. Teacher reading story/text aloud to students		
5d. Students reading story/text aloud with teacher		
5e. Teacher asking comprehension questions when reading story/text		
5f. Students assisting peers to read (buddy reading)		
5g. Students reading to each other in groups		
5h. Students reading silently on their own		
5i. Varied reading activities during lesson (e.g. spelling, verbal reporting, general discussions, reading with teachers, reading in groups, children reading on their own, building new words, creating new sentences & stories etc.). Include details in the comments box below.		
<b>Comments:</b>		

#### 6. CLASSROOM ENVIRONMENT

Tick the appropriate response to show what you can **actually see** in the classroom. Tick **ALL** sections.

Resources	English	Kuanua	Other (specify)	Nothing
6a. Alphabet displayed in classroom				
6b. Classroom flooded in print				
6c. List of spelling/vocabulary words written on black board				

6d. List of spelling/vocabulary words written on charts				
6e. Stories written on the black board				
6f. Hymns/songs written on the black board				
6g. Stories written on charts				
6h. Hymns/songs/prayers written on charts				
6i. Errors in written text on commercial posters				
6j. Recent students' written work displayed around classroom				
6k. Aged/old student written work displayed around classroom				
6l. Other print materials (e.g. newspapers, magazines, flash cards and other print materials such as letters on cards, sugar, biscuits, rice packets, flax & prepaid cards etc in treasure boxes in classroom used in instructional activities)				
6m. Sufficient classroom space for organized group activities	Yes		No	
6n. Student reading corner in the classroom	Yes		No	
<b>Comments:</b>				

## 7. RESOURCES

Write the number of sets of different titles in the appropriate column to show what resources you can actually see in the classroom. **Please comment if there are books stored elsewhere and not in the classroom.**

Resources in classroom	None	1 to 5	6 to 10	11 to 20	20 or more
7a. Number of big books/shell books in English					
7b. Number of graded English readers					
7c. Number of PNG School Journals					
7d. Number of other English children's books					
7e. Number of English dictionaries					
<b>Comments:</b>					

Record the number of vernacular books that you can see in the classroom. Include comments where necessary.

<b>Resources in classroom</b>	<b>None</b>	<b>1 to 5</b>	<b>6 to 10</b>	<b>11 to 20</b>	<b>20 or more</b>
7f. Number of vernacular big books/shell books with companion small books					
7g. Number of graded vernacular readers					
7h. Number of other vernacular children's books					
7i. Number of vernacular dictionaries					
<b>Other resources</b>					
7j. Number of basic language activity text books for students					
7k. Language reference and support books for teachers such the Language Teacher Resource Book or any other published by NDOE or commercially					
<b>Comments:</b>					

7l. Count up **all the reading books for students that you can see in the classroom**. Write the total in the box below:

**8. DO THE FOLLOWING AT THE END OF THE OBSERVATION.**

Ask the teachers for a sample of students' language exercise books at the end of the observations.

**Areas to take note of in students' language exercise books (tick ALL sections):**

<b>Activity</b>	<b>Yes</b>	<b>No</b>
8a. Filling in missing words, sentence beginnings and endings, etc.		
8b. Short sentences		
8c. Short stories (3-5 sentences)		
8d. Reading comprehension activities		
8e. Labeling things		
8f. Regular written work in student's language exercise books		
8g. Exercises in student's language books marked by the teacher regularly		
8h. Written corrections and feedback given by teacher		
<b>Comments:</b>		

Tick the appropriate response to show the languages written in the students' exercise books:

	English only	Tok Pisin only	English and Tok Pisin	English and Kuanua	Kuanua only	Other: _____
8i. Language(s) written in children's exercise books						
<b>Comments:</b>						

**9. Additional Comments/Observations**

---

---

---

---

---

---

---

---

---

---